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ians. This task Dr. Cohn now feels himself called upon to perform, for æsthetics at least. It is, in his view, the purpose of æsthetics to investigate the peculiar species of *Werthe*, "values," criteria, or ratings, which hold sway in the realm of the beautiful and the artistic. The German word *Werth*, or value, is an ugly one to render into English, and its combinations, such as *Werthsysteme*, *Werthwissenschaft*, etc., are still more ugly and more meaningless in their literal English renderings. But the word is now the vogue in German professorial philosophies, and we shall doubtless continue to be tortured with it in their American imitations. In English we are content with "criteria," "norms," and "normative sciences," but the later Germans will have "values." Dr. Cohn prefers "value-sciences" to "normative sciences," and if he insists upon it we might compromise with the phrase "valential sciences," the word *valental* (from valence), although awaiting acceptance, having more euphony than the barbaric compounds with *value*. Be that as it may, Dr. Cohn's method of procedure, while inductive in character, strongly and rightly insists upon genuinely philosophical and metaphysical normative considerations, and is not disposed to allot to psychology or sociology, and much less to anthropology, the dominant influence in systematic æsthetical inquiry.

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SOURCE BOOK OF THE HISTORY OF EDUCATION FOR THE GREEK AND ROMAN PERIOD.

By *Paul Monroe*, Ph. D., Adjunct Professor of the History of Education, Teachers College, Columbia University. New York: The Macmillan Co. 1901. Pages, xiii, 515. Price, \$2.25.

Dr. Monroe has rendered a distinct service to educational science in the present book of selections from the literary sources of the history of education, where he has brought together from the literature of antiquity the most important descriptions of the educational systems that obtained among the Greeks and Romans. The work is divided into two parts: The first consists of seven chapters dealing with old Greek education, the education of women in Greece, the new Greek education, the Greek educational theorists, philosophical, historical, and scientific, and the later cosmopolitan Greek education. In these chapters we have, on the educational ideals and institutions of the Greeks, selections from Plutarch, Thucydides, Xenophon, Aristophanes, Isocrates, and Plato; and on the educational theories of the Greeks, liberal selections from Plato, Aristotle, and Plutarch. The seven chapters of Part II. deal with the corresponding phases of Roman education. In this part the selections are made from Cicero, Suetonius, Plautus, Tacitus, Nepos, Marcus Aurelius, Horace, Martial, Seneca, Pliny, Juvenal, and Quintilian.

The translations which Dr. Monroe offers have been taken from the standard versions of such authors as Professors Jowett and Goodwin, and from the editions of the Bohn Library. The several periods, according to which the sources have been classified, Dr. Monroe has supplied a brief introductory sketch "indicating the general setting of the period to which it belongs, and the main principles of in-

terpretation to be followed." These introductory sketches are designed to furnish little more than a synopsis for study, the interpretation being purposely left in large degree to the students. In other words, the volume is designed as a text mainly, and we agree with Dr. Monroe in the belief that by the direct study which it thus involves "there will result, not only a more correct idea of the education of the classical period, but also a better apprehension of the meaning of education in its historical and contemporary aspects."

ACTES DU PREMIER CONGRÈS INTERNATIONAL D'HISTOIRE DES RELIGIONS, PARIS, 1900. Première partie séances générales. Paris: Ernest Leroux. 1901. Pages, xxi, 246.

After devoting some thirty pages to a description of the purposes and functions of the Congress, its rules, its ceremonial, social, and business meetings, its list of members, etc., the present first installment of the *Proceedings of the International Congress of the History of Religions*, held in Paris in 1900, is taken up with the discourses which were delivered on the general features of historical religious research, and its connexion with religious progress generally. The text of the proceedings opens with a characteristic letter from the late Prof. Max Müller; then follow two excellent discourses of welcome by Prof. Albert Réville and Monsieur G. Bonet-Maury. A. de Gubernatis speaks of the future of the history of religions; E. Senart discourses on Buddhism and the Yoga; Monsieur A. Sabatier speaks of Biblical criticism and the history of religions; I. Goldzieber contributes a paper on Islamism and Parseeism; Goblet d'Alviella discusses the historical relations between religion and ethics; Jean Réville gives an address on the present condition of instruction in the history of religions; L. Marillier, whose recent tragic death has been much lamented, furnishes a discourse on folklore and the science of religions; E. Fournier de Flaix offers some extensive and interesting data, in a paper on the statistics of religions at the end of the nineteenth century; and finally, the Hon. Charles Carroll Bonney, president of the World's Fair Auxiliary Congresses of 1893, contributes an historical sketch of the Congress of Religion held in Chicago in that year. The proceedings will have value in various ways for students of religion.

ETHIK. Von Max Wentscher. I. Theil. Leipzig: Johann Ambrosius Barth. 1902. Pages, xii, 368. Price, 8.50 Marks.

Herr Wentscher's ethical programme is nothing short of militant, and bears a defiance on its face that bodes much ill for his opponents. It is outspokenly opposed to the spirit of our age, and to the spirit in which most ethical works are now written. The signature of our times is scientific, empirical, realistic, mechanical, practical. The key-notes of all expositions in the moral sciences are derived from the doctrines of evolution and its sociological and psychological analogues, and from the great overowering generalisations of mechanical physics. Not so, how-